

**School Leadership Team Meeting
Meeting Minutes
Virtual Platform - Zoom
Wednesday, December 16, 2020
5:30 pm – 7.30 pm**

Members in Attendance: Sonita Ramkishun (Principal), Ali Lisberger (SLT Timekeeper + UFT), Chidi Amasiani (Teacher), Kiera Sullivan (SLT Chairperson + Teacher), Jean Kim (Teacher), Maria Hantzopoulos (PTA Co-President), Sara Clough (Parent), Sue Sekar (SLT Secretary + Parent), Ian Koh (Parent), Fiona Yung (Parent)

Observers: Anna Milonakis (Assistant Principal)

1. Call to Order

The meeting was called to order at 5.33pm.

2. Review and approval of November 18, 2020 SLT meeting minutes

The draft meeting minutes from November 2020 had been shared in advance. A motion was made by Kiera to approve the minutes from November 2020. The motion was seconded by Ali. All were in favor; none abstained.

The approved minutes will be published on the school and PTA websites.

3. Review and finalize SLT by-laws

The SLT by-laws had been shared in advance, and comments/suggestions inserted into the document.

In addition to some minor edits, the main changes discussed were:

Topic	Discussion / Decision
<p>Discussion about the composition of the SLT, with the goal of ensuring fair representation of parents and teachers across the whole school.</p>	<ul style="list-style-type: none"> • Per Chancellors Regs, each constituent group should determine how its members are selected. • Parents are satisfied that the current by-laws, which requires at least one parent member from each of MS and ES, achieves a fair representation of parent members across the whole school, while also maintaining flexibility to fill the positions with parents interested in SLT. • Ali will discuss with the teachers the wording to insert to ensure fair representation of staff across the school, and will revert.
<p>Add in wording about having election notices for SLT member positions translated into other languages.</p>	<ul style="list-style-type: none"> • Agreed – wording to be added.
<p>Update language around timing of parent member elections</p>	<ul style="list-style-type: none"> • Note that parent member elections should happen in the Spring, immediately after PTA elections, but is subject to change by the Chancellor (e.g. this year the pandemic prevented elections from taking place in the Spring).
<p>Update language to clarify parent member term length.</p>	<ul style="list-style-type: none"> • Update language to clarify that the 4 parent members are appointed for 2 years each, with 2 starting each year and 2 each cycling off each year, unless a parent member leaves part-way through their term, in which case their remaining term can be filled by another parent member.
<p>Update schedule of meetings wording, and consider all stakeholders schedules.</p>	<ul style="list-style-type: none"> • Update schedule of meetings wording to be less specific (but recommend that it be the same day of the same week of each month). • Insert wording that all stakeholders' schedules are to be considered, but keep centered on the parent members, in accordance with the Chancellors Regs.
<p>Order of business</p>	<ul style="list-style-type: none"> • Update the agenda and order of business to reflect our Q300 SLT agenda. • Insert a note that the prior month's SLT meeting minutes, the Principal Report, the UFT Report and the PTA Report should be submitted and read in advance of the meeting.
<p>Decision-making</p>	<ul style="list-style-type: none"> • Remove references to 2/3 voting to resolve disputes, and enhance the language around consensus-based decision making.

There was a discussion about whether we should have an SLT Member on other school sub-committees (eg, the Diversity Committee) to report back to the SLT on progress with sub-committee initiatives. It was noted that this has been a challenging year for the sub-Committees, given the pandemic and scheduling issues, but we hope to have more sub-committee activity next year.

4. Schoolwide Discussions for 5-day Blended Learning

Sonita addressed the recent announcements from Mayor de Blasio about schools returning to 5-day blended learning and noted that Q300 would not be able to sustain a 5-day in-person model due to limited classrooms/space and staffing levels.

The goal will be to prioritize students who may be struggling from a social-emotional or academic perspective, many of which are Middle School students with IEP's. There will also be a focus on Lower Division students who are at risk socially, emotionally or academically.

5. Reflection Share out of Blended/Remote Learning 2020

The SLT reflected on the blended and remote learning model that has been in place this school year (from September to December) so that the school can continue to improve, within our space and staffing limitations.

Glows	Grows
<ul style="list-style-type: none"> • The teachers have made a huge effort in keeping the kids on track and engaged. • Smaller in person classes has allowed teachers to get to know the students better, and has allowed quieter students to speak up more. • Students have been using and navigating the technology really well. • Communications from the school (Admin and teachers) have been excellent – timely and informative. • It's clear the admin and staff are doing a lot of work behind the scenes to keep things running. 	<ul style="list-style-type: none"> • This learning environment is very challenging, especially for younger students. How can parents help better support the learning model? • Some parents are able to help their children more than others which means the students may have different experiences. • Middle School students are struggling with the 1-2 minute break between classes and instructional lunch – it is a hectic schedule. • It's challenging for teachers to make strong one-on-one connections with their remote students. • It has been extra challenging for IEP students without the full time in-

<ul style="list-style-type: none"> • Although a challenging environment, it has been great to see the children's independence growing. • It has been great seeing the teachers, staff, parents and students come together as a community in these difficult times. 	<p>person support. More generally, we need to support students who are struggling socially, emotionally or academically.</p> <ul style="list-style-type: none"> • Can we consider how to address any educational gaps that may have arisen, perhaps with after-school classes or extra tutoring next year? • It is challenging for students and parents to navigate everything – can we streamline our platforms and have the teachers using the same website/platform and also make them look more similar? • Would like to restart enrichments for all students.
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6. CEP Goals

The District 30 CEP goals (attached to these minutes as **Appendix 1**) had been circulated prior to the meeting. For the next SLT meeting, the Committee is asked to review those District 30 goals and see if we should add or change anything in our Q300 CEP goals to align them to the District 30 goals.

7. Reports

All reports were submitted in advance of the meeting and taken as read. Full reports are attached as Appendices to these minutes. Any updates to those reports (discussed in the meeting today) are outlined below:

a. Principal Report – Appendix 2

Additional notes:

- Sonita hasn't heard anything additional about G&T testing yet.
- The Diversity Proposal submitted Q300 was approved. Sonita is expecting to have a meeting with the DOE about how it will work in practice. She will circulate the final copy of the Diversity Proposal to the SLT, in case we want to include anything in the CEP.
- Wellness Grant for \$1,000 was received – ToniAnne and Rachel Weiss are looking at the best way to deploy the grant to meet students' physical and mental wellbeing needs.

- Reso A grant of \$50,000 received by the school came from City Council (Costas' office).
- Similar to the Thanksgiving break, the school intends to hold Wellness break days (where the teachers focus more on fun activities and games with the students) before the Winter, Mid-Winter and Spring breaks.

b. UFT Report - Appendix 3*Additional notes:*

Students coming back for blended learning in the new year will need to get tested for COVID-19 before they return to the school. Can go remote until the testing results are in – parents should let Jenny and the relevant teacher know.

c. PTA Report - Appendix 4*Additional notes:*

- The One School Committee met the other day – they will reach out to Sonita in the new year to give her an update.
- There are still a lot of parent queries around admissions processes for next year, for Q300 and also High School.

8. Parking Lot – Questions and Comments

Sue asked about the Wellness day before Thanksgiving where the 6th grade had an incident during a virtual game where some players had used inappropriate words in the names. The teachers had sent a notice to advise parents this had occurred and that an investigation was being conducted, but is there any update that can be shared.

Sonita noted that the school takes these incidents very seriously and took immediate action. Also, more broadly Rachel and Khary are looking at having conversations about cultural and religious diversity with the students. Parents can always reach out to Sonita if they would like to discuss further or if they have any concerns.

9. Next Steps

The next SLT meeting is on January 20th, 2021, from 5.30-7.30pm.

The agenda will include the review of the Q300 CEP with the District 30 CEP goals, review and update of CEP action plans and also review of the updated SLT By-laws.

10. Adjournment

The Committee members took turns sharing various shout-outs and appreciations including:

- a. We enjoyed and appreciated hearing the glows and grows about remote/blended learning models at Q300.
- b. It is clear that lots of work happened over the summer and is still happening after hours and in the background by teachers and staff, for which the parents and students are extremely grateful.
- c. It is exciting to see the momentum Sonita is building with the staff and parents.
- d. A big shout-out to the parents, especially during this time, showing patience and being helpful.
- e. We hope everyone takes a couple of days break and take a deep breath and relax. Happy holidays to everyone and we appreciate everyone's hard work.

The meeting was adjourned at 7.37pm.

APPENDIX 1 – District 30 CEP Goals 2020-2021

Community School District 30
 2020 - 2021 GOALS
 Aligned to the Chancellor's Priorities

Advancing Equity Now	Supportive Environment	English Language Arts	Mathematics	Science
<p>Accelerating Learning & Instruction by using culturally responsive and sustaining teaching strategies, along with a shared and inclusive curriculum that validates students' culturally authentic experiences to increase student achievement and engagement. Schools will analyze student data to identify disparate progress and provide increased interventions and responsive supports that will increase student growth. This will enable equitable access to higher-level courses and gifted and talented programs.</p> <p>Partnering with Communities engaging in cycles of conversations with families and collaborating to share ideas of how we can best support our students.</p> <p>Developing People by using cycles of professional learning for staff to engage in courageous conversations about racial justice, equity, and further build upon their consistent use of social-emotional learning strategies for in-person learning and remote learning.</p>	<p>Accelerating Learning & Instruction by evaluating systems, structures and relationships to reduce the number of students who are chronically absent for school that reflected low student engagement levels during remote learning.</p> <p>Schools will leverage social-emotional and relationship building programs to support students.</p> <p>Partnering with Communities In K-5 schools, school staff will support families enrolled in the Save for College Program in activating and maintaining their NYC Scholarship Account. In 6-12 schools, students and families will be supported with college and career readiness planning.</p> <p>Developing People by using cycles of professional learning for staff to build awareness and to mediate the impact of mental models and implicit biases that affect decision-making. This will include reexamining structures, policies, opportunities, treatments and supports for every student/family to ensure we meet the needs of all students and narrow/close opportunity gaps.</p>	<p>Accelerating Learning and Instruction by continuing to strengthen Pre-K through 12th grade students' advanced literacy skills by leveraging the Instructional Leadership Framework Pathways to gain a deeper understanding of ELA content-based instruction. Using data driven practices, teachers will implement a shared curriculum that integrates curricular materials and instructional protocols. Teachers will strengthen the instructional core by identifying high leverage standards and adjusting curriculum to incorporate the Hallmarks of advanced literacies. A focus will be placed on the use of varied intervention strategies in vocabulary development that will enhance literacy skills for all students; with a specific emphasis on addressing the unique needs of multi-lingual learners, students with disabilities and sub-groups with disparate progress through culturally responsive teaching practices.</p> <p>Partnering with Communities by providing families with workshops aligned to school goals and the Next Generation Learning Standards (NGLS) that demonstrate how families can support students with strengthening current ELA practices.</p> <p>Developing People by providing school leaders, teachers and other staff members with cycles of professional development and workshops that support a robust implementation of vocabulary development to foster the growth of advanced literacy skills that incorporates culturally responsive teaching and learning.</p>	<p>Accelerating Learning and Instruction by continuing to strengthen Pre-K through 12th grade students' problem-solving skills by leveraging the Instructional Leadership Pathways to deepen students' conceptual understanding. This will be achieved through the use of mathematical practices, specifically looking for and making use of structures, reasoning abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of others. Students will use models and representations of real-world problems involving all mathematical domains. Teachers will incorporate culturally responsive and sustaining practices to meet the needs of every student, with a specific emphasis on addressing the unique needs of multi-lingual learners, students with disabilities and sub-groups with disparate progress through culturally responsive teaching practices.</p> <p>Partnering with Communities by providing families with workshops that assist in understanding the NGLS and practices that build students' problem-solving abilities in all mathematical domains.</p> <p>Developing People by providing opportunities for teachers and school leaders to participate in the summer and year-long interactive professional development sessions to support the teaching of mathematical practices of making use of structures, develop reasoning and constructing viable arguments, including the critique and reasoning of others using concepts using appropriate tools, visual models, manipulatives and technology to solve real world problems involving all mathematical domains.</p>	<p>Accelerating Learning and Instruction by continuing to strengthen Pre-K through 12th grade students' scientific investigation skills; inquire, question, and debate as scientists and engineers. Students and teachers will understand the Disciplinary Core Ideas (DCI) and cross-cutting concepts and performance expectations of the NGSS. A focus will be placed on leveraging the Instructional Leadership Pathways that will improve student outcomes for all students, with a specific emphasis addressing the unique needs of multi-lingual learners, students with disabilities and sub-groups with disparate progress through culturally responsive teaching practices.</p> <p>Partnering with Communities by providing families with workshops that assist in understanding the investigations process, strategies, and tools that they can use to support their children at home.</p> <p>Developing People by providing teachers and school leaders with cycles of professional learning that support them in understanding the Next Generation Learning Standards for Science, the investigations process, and how to create an environment to support student inquiry through culturally responsive teaching practices.</p>

APPENDIX 2 - Principal's report - DECEMBER SLT

Staffing Update:

Esteban and Stephanie will be returning from their parental leave on Jan 4. Anna and I will be working with the leave replacement teachers to see how they can continue to support Q300 going forward.

Update on Building Closures:

On Monday, December 7, 2020 the Lower Division building opened for students in grades Kindergarten to Fifth grade. The transition of the 5th graders to the lower division was very smooth. OPT worked closely with us to ensure students who were receiving transportation continued the same routes at the same time. Unfortunately, due to multiple positive COVID cases within Q300 and our co-located school PS17, the Lower Division was closed down for 14 days until January 4, 2021. The Upper Division building remains closed until further notice.

Marking Period and Report Cards:

The first marking period ended on Friday, December 11. Teachers are in the process of completing report card grades. Report cards should be available digitally on December 23, 2020. The second marking period is from December 14 to March 19. This year students in grade K-5 will not receive a level 1 or 2 on their report card, instead it will be replaced by a "N". Students in grades 6-8 will not receive any grade lower than a 64, instead it will be replaced with a "NX". This new grading policy was adapted from the DOE 2020-2021 grading policy.

In-school Technology Updates:

DOE ipads have arrived and Jenny Lando is working with families to arrange pick ups. We also received a generous donation from a parent with 10 desktop towers. Right now, all laptops ordered through Donors Choose (with the help from the PTA) are on backorder and will arrive until January. We do not have a date.

RESO Grant:

Our school has received a RESO-A Grant for 2020-2021 school year which helps fund technology needs in a school. I had my first meeting with them about two weeks ago and we are scheduled to receive 32 Macbooks and 32 chromebooks with carts. The date for delivery and setup is to be determined.

Science Lab Update:

I am excited to share that we will be getting two hydroponic labs (one for room 501 and one for room 511). In addition, there is enough money to update/ renovate room 511 with new science lab equipment. The start date of this project is unknown right now. The school is waiting on the blueprint for the lab.

Review of Expectation Presentation for Parents:

On January 11, we would like to host mini presentations for parents to review expectations for blended learning for the 2021 school year. We felt it was important that parents had the opportunity to attend these mini presentations and ask questions. More details to follow!

APPENDIX 3 – DECEMBER 2020 UFT Report for SLT

1. Dial A Teacher:

In a school year full of change, one thing is still the same: Dial-A-Teacher, the UFT's free homework help line, is up and running every Monday through Thursday from 4 to 7 p.m., offering K-12 students and their parents homework support.

2. Happy Holidays:

Warmest thoughts and best wishes for a wonderful Holiday and a Happy New Year. One of the real joys this holiday season is the opportunity to say thank you and wish you the very best for the new year.

3. Quarantine Rules if You Travel Over the Holidays:

If you travel to a part of the country that requires a quarantine upon your return (see the states currently on the New York State quarantine list), the DOE requires that you submit proof of a negative COVID-19 test three days before you return and test negative within three days after you return. If that test is positive, you must quarantine.

APPENDIX 4 - DECEMBER 2020 PTA Report for SLT

PTA Enrichment/Funding Update

- In the Lower Division, the PTA will be funding a virtual arts residency for grades K-4, beginning likely in mid-January
- We are still working with the school on a potential music residency in the lower grades and others but this is dependent on scheduling which has been upended
- We are also working with the school to see if there is room for Upper Division electives (Music, Theater, Film) for Spring
- The 40 chromebooks we ordered in August are now expected to arrive in January 2021
- We will be purchasing more chromebooks with the already approved \$15,000 funds later, when the school knows more about remote/blended learning

Events and Other Items

The PTA is in the midst of beginning to plan and create upcoming virtual events to help support our school, two of which will be discussed tomorrow for approval.

- Fundraiser for Lifeline Groceries
 - Family - Event TBD in Jan
 - Mixology Event TBS in Jan
- Fundraiser for PTA
 - Trivia Game Night
 - Parent led Cooking classes in lieu of Winter Festival
 - Spring fitness event (virtual run/zumbathon)
 - Virtual Auction
 - Drive-in Movie in Spring
- Community grade level events are being organized by class parents
- Co-located schools Food Drive - postponed until January
- Direct Appeal Launch: Thanks to David Wang and Sue Sekar for all of their work on the Direct Appeal Campaign
- Membership Committees forming: Erica, Maria, and Abby forming the committees. Here is a list of Committees (some names need updating): <https://q300pta.org/pta/about-us/>

Teacher appreciation/ Holiday Collection

Q300 parents have organized a **voluntary** holiday group collection to show our appreciation to the entire Q300 team who has dedicated themselves tirelessly to our children's education. Thank you parents for the generous contributions. Thank you to Agnes Luo and Li Lin for spearheading and Erica Eng Soto and Jenny Lando who are helping to mail these out.

Parent Queries

- Admissions process for Lower Division. Many parents are unclear what the process is for the Lower Division now that K applications have opened.
- Remaining questions for High School admissions as well